

GENERAL DEFINITION OF WORK:

Works directly with teachers by providing classroom-based instruction, demonstrations, collaborative and one-to-one support, and facilitating teacher inquiry and related professional development. Assists in enhancing teachers' ability to provide instruction that builds students' sense of engagement in the ownership of learning. Works with administrators and teachers to collect and analyze data, interpret, and use it to guide instructional decisions. Work is performed under general supervision of the English, Reading, and Title I supervisor. This is an 11-month contract whereby the coach will work the first 4 months directly with teachers who serve students identified to receive targeted assistance in Title I schools. The remaining 7 months (and for successive years) the coach will work where needed with non-Title I schools.

ESSENTIAL FUNCTIONS/TYPICAL TASKS:

The Literacy Coach will support designated staff in the implementation of the Benchmark Literacy program including the rituals, routines, and strategies of balanced literacy to meet the needs of students who are most at risk of failing to meet rigorous Virginia Standards of Learning in English.

(These are intended only as illustrations of the various types of work performed. The omission of specific duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.)

- Guides teachers to collect and analyze data and develop action plans in response to determined student needs and best practices.
- Provides individualized, classroom-based support to implement comprehensive program. This will include modeling the best teaching practices.
- Works with the principals within the grantee site to create a school-wide focus on goals for reading achievement.
- Oversees the school's assessment procedure, training, data collection and collaborates with the principal to complete reports due.
- Completes monthly status reports for the district administrators and English, Reading, and Title I supervisor..
- Participates fully in professional development opportunities and professional research and reading.
- Collaborates with classroom teachers, building principals, reading specialists, and other relevant stakeholders to analyze achievement data and monitor individual student progress.
- Performs related duties as assigned.

KNOWLEDGE, SKILLS AND ABILITIES:

Considerable knowledge of reading, writing, and literacy development; comprehensive knowledge of state law and regulations; ability to communicate effectively, both orally and in writing with teachers, and administrators.

EDUCATION AND EXPERIENCE:

At least 5 years of elementary classroom experience as well as a Master's degree in Reading (With the Appropriate Specialist Endorsement); must possess or be eligible for a Virginia Teaching License.

PHYSICAL REQUIREMENTS:

This is sedentary work requiring the exertion of up to 10 pounds of force occasionally and a negligible amount of force frequently or constantly to move objects; work requires fingering, and repetitive motions; vocal communication is required for expressing or exchanging ideas by means of the spoken word; hearing is required to perceive information at normal spoken word levels; visual acuity is required for preparing and analyzing written or computer data, determining the accuracy and thoroughness of work and observing general surroundings and activities; the worker is not subject to adverse environmental conditions.

SPECIAL REQUIREMENTS:

None

Reasonable accommodations may be made to enable individuals with disabilities to perform the essential tasks.